MAR 17 1926

IN THIS ISSUE: "What the New High School Must Do," page 258; "Important Decision in Massachusetts," page 262; "Three Lessons in Three Hundred Years," page 264.

JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

Vol. CIII, No. 10
Whole Number 2570

Boston, March 11, 1926

10 CENTS A COPY

PERIODICAL ROOM GENERAL LIBRARY UNIV. OF MICH.

On February 18, 1926

The State of Indiana

Adopted

for Five Years' Exclusive Use

BRIGHAM AND McFARLANE'S

Essentials of Geography

Already Adopted by the States of

ARIZONA
GEORGIA
KENTUCKY
NEW MEXICO
NORTH CAROLINA
OREGON
SOUTH CAROLINA
TENNESSEE
TEXAS

and the
TERRITORY OF HAWAII

The Trend of Opinion

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

The Pathway to Reading

COLEMAN - UHL - HOSIC

Marked success has attended the launching of this new basal series. It establishes desirable reading habits, training the child to read effectively all types of material. The content is fresh and varied, including the fanciful and the realistic, the cultural and the informational. It touches the child's experience at all points and enlarges that experience in the real world and in enjoyment through literature.

One of the strongest features is the thorough application of the principles of *silent reading* as determined by the best modern thought and investigation. This silent reading and testing is begun in the Primer and continued throughout the series.

PRIMER, FIRST, SECOND, THIRD, FOURTH and FIFTH READERS now ready, together with TEACHER'S MANUALS and CARDS

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

Wohlfarth-Rogers New-World Speller

Second Revision

The Second (1925) Revision of New-World Speller is the result of perhaps the most extensive checking of scientific vocabulary studies that has ever been made. This speller now contains the common words—as unquestionably as comparison of vocabulary investigations can determine them—that should be taught. The distinctive New-World Speller method, which has proved its sound worth, is retained in the new revision of this modern spelling textbook. This revised edition maintains the high standards which have made the book eminently successful in the classroom. It merits careful consideration in any adoption.

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Dallas, San Francisco, Portland, and Manila

POTTER—JESCHKE—GILLET

ORAL AND WRITTEN ENGLISH

THE professor who tried to learn to skate through studying the laws of balance from his easy chair did not set himself a more hopeless task than the teacher who tries to teach grammar by rules alone. Language like other skills must be taught through use—as it is taught in the P. J. G. books. These books are built on the laws of learning, they approach each new point through a concrete and familiar situation, they impress each new rule until its application becomes a matter of habit.

GINN AND COMPANY

Boston New York Chicago Atlanta

Dallas Columbus San Francisco

JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS—MARCH 11, 1926

EDITORIALS:—

A Glance at New England 255
Mass Education vs. Bloc Education 256
Greatest Professional Adventure 256
A Project in Massachusetts 257
Find Yourself Week 257
Non-Professional Pledge 257
Harvard's Latest and Best 257
Special Days 257
Cycles of Garden and Plant Life 257

WHAT THE NEW HIGH SCHOOL MUST DO 258
By Walter Barnes

PERSONAL AND PROFESSIONAL 259

TECHNIQUE IN THE RECITATION—VI 261
By John B. Opdycke

IMPORTANT DECISION IN MASSACHUSETTS 262

FROM SLAVE TO SCIENTIST 263

THREE LESSONS IN THREE HUNDRED YEARS 264
By Ernest W. Butterfield

FORGET—REMEMBER 270

A PROBLEM IN SOCIOLOGY 271
By Mary Elizabeth O'Connor

WHAT MORE? (Poem) 271
By Thomas Curtis Clark

TREND OF THE TIMES 272

EDUCATION IN ACTION 274

GRINS BETWEEN GRINDS 277

Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

A Glance at New England

No one can accuse the Journal of Education or its editor of slighting the country west of the Missouri, but we do have regret that there is some tendency in some sections to think of New England as decadent, which tempts us to make one significant statement.

In Massachusetts, Rhode Island, and Connecticut with only 14,500 square miles there are as many cities above 8,000 population as there are in North Dakota, South Dakota, Nebraska, Oklahoma, Colorado, Montana, Idaho, Utah, New Mexico, Nevada, Arizona, Washington, Oregon, and California.

Fourteen states, 1,351,170 square miles, have no city as large as New England's largest city, nor as many cities above 100,000 people, nor as many above 50,000, nor as many above 25,000, nor as many above 15,000, nor as many above 8,000, as have these three states with 14,500 square miles, or less than one-ninetieth of the area.

There are nearly 20,000 manufacturing establishments each producing more than half a million dollars worth of goods annually. There is a factory for every square mile with two on every fourth square mile.

Using the figures of 1910 census, and there has been no appreciable change in any of these figures, these three states—14,500 square miles—head the country in the production of cotton goods, woolen goods, worsted goods, felt goods, linen goods, cordage and twine.

On these 14,500 square miles are produced 80 per cent. of all rolled brass and copper, 45 per cent. of all bronze and brass products, 40 per cent. of all hardware, 45 per cent. of all firearms, 80 per cent. of all ammunition, 66 per cent. of all silverware, 75 per cent. of all clocks, 35 per cent. of all rubber goods, 25 per cent. of all paper products, 22 per cent. of all cutlery, 70 per cent. of all whips, 46 per cent. of all boots and shoes.

These three states—Massachusetts, Rhode Island and Connecticut—in one year recently received 4,076 patents, one-tenth of all in the United States, more than to Wyoming, Montana, Idaho, Oregon, Utah, Nevada, Arizona, New Mexico, Arkansas, Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Delaware, Maryland, West Virginia, Kentucky and Tennessee combined.

Will C. Wood is the only native son who has been state superintendent of California.

Mass Education vs. Bloc Education

Dr. Montague John Randall, of England, headmaster of Winchester College, England, traveling commissioner of the Rhodes Scholarship Trust, pleasantly but emphatically criticises American public schools for mass education practice.

We would be the last to object to criticism, especially to British criticism, if it were headed in the right direction, but our objection to Dr. Randall's criticism is that it is headed in the wrong direction.

It is headed to aristocracy and away from democracy. He speaks from the standpoint of traditional aristocracy of England in criticism of aspiring democracy of America.

He objects to mass education in America because it is unjust to scholarly aristocracy, which is just as aristocratic as social aristocracy.

In England scholastic aristocrats are no larger in percentage than social aristocrats. Ten per cent. is a large estimate of scholastic aristocrats in England or in America.

If America's public schools are for the American children they will always be more concerned with what they do for the nine-tenths than for the one-tenth, and Dr. Randall pleases America immensely when he complains that our schools are doing too much for the nine-tenths and not enough for the one-tenth. It is the most appreciative praise that his criticism voices.

America is not satisfied with mass education, and is getting away from it faster than in England, Germany, or any other country in the world. It is working at the other end. It is taking out of the mass those who are really wronged by being in the mass. The real trouble with all scholastic aristocrats is not with mass education, but they quarrel with the fact that we are eliminating the mass at the democratic end. We welcome any criticism which brings before the American people the question as to whether the public schools are for the public or for the scholastic elect.

It takes as much power to raise ten pounds one foot as to raise one pound ten feet, and the public schools render as great scholastic service to America and to the world when they raise nine-tenths of the children one degree in scholarly attainments as though they raised the one-tenth ten degrees in scholarship.

There are many forces at work in America to aristocratize public schools. One hundred and fifty years ago America called those who preferred England to America Tories, and when these set themselves apart they looked like a puny lot, and their influence was nil.

If the English idea of public schools for scholastic aristocrats and the Americans who sympathize with the English idea want a show-down they can have it without difficulty. They will be styled "Educational Tories," and will flock by themselves, and the show-down will be easy. If they want this they can have it.

But this is not the real issue. The question is whether or not the brainy person, the high intelligent-test boy or girl needs the urge of the schoolmaster in order to take advantage of American opportunities. Thomas A. Edison and Henry Ford have not needed the urge of the schoolmaster. Abraham Lincoln did not need the urge of the schoolmaster. A large number of the successful men of the world yesterday and today have not needed this urge, and it will be as true for tomorrow as for today.

Let us think for a minute what it will mean to try to run the public schools for one-tenth of the children.

Let us think what it will mean to try to substitute bloc education for mass education; that is, to block off the aristocratic tenth, and provide each with the various equipments and the expert teaching each genius will need.

We are not headed that way. The world is not headed that way, and Dr. Randall will not head it that way.

Greatest Professional Adventure

South Pittsburg, Tennessee, Wilson New, superintendent, staged the greatest professional adventure on record. In place of studying for credits in a city university they studied the United States in the open. Eleven women teachers, one mechanician, the superintendent and two high school seniors, fourteen in number, traveled eleven thousand two hundred (11,200) miles in eleven weeks, at a total cost of $103 each for operation of cars, groceries and provisions and miscellaneous expenses en route. The party visited thirty-two states, the District of Columbia, Canada and Mexico. They went 11,746 feet above sea level, and sixty-nine feet below. Camped out every night. Ate only six meals in hotels. Net cost of traveling expenses $103, of which the Board of Education paid $67, leaving the net cost of traveling expenses for eleven weeks thirty-six dollars ($36). This was $3.60 a week, or fifty-two cents a day. They bought the cars and sold them afterwards, but the total cost was less than $9 a week, or $1.30 a day.

The average gain in weight was seven pounds.

They met with a royal welcome everywhere. In California they received fruit with unstinted generosity.

In Boston, for instance, a man in a market where they were making purchases, led them with his Ford more than twenty miles of sight-seeing in city and suburbs, leaving them in the comfortable tourist camp in Malden. The high spots were Washington, New York, Niagara Falls, Yellowstone.

There was no mishap and no illness, just one great educational tour of three men and eleven women, benefited physically and greatly enriched educationally, even if they earned no credits toward degrees.

A Project in Massachusetts

Massachusetts does not magnify school projects as much as some states do, but she never lags in anything. This year Henry Senfton of Bedford, a farming town twenty miles from Boston, had an acre of potatoes which he sold for $541.95. He planted Green Mountain certified seed potatoes from Aroostook County, Maine. He had an acre which he knew to be well adapted to potatoes. He plowed eleven inches deep in the autumn, fertilized it with twelve loads of barn-yard manure, and harrowed it thoroughly. He dug them by a potato digger, and marketed them to families within a range of five miles, families that bought of him last year. His $541 will be merged with the profit of other years, and will pay his expenses at the Massachusetts State Agricultural College. Good project work!

Find Yourself Week

Whitmell, Virginia, has as its outstanding school and community event of the year "Find Yourself Week."

Mrs. F. C. Beverley, principal of Whitmell, Virginia, Farm-Life School, one of the most remarkable consolidated schools in the country, has added to her other notable achievements the creation of a "Find Yourself Week," the daily program being put over by various clubs of Danville, the metropolis of Southwest Virginia, from which Whitmell is only about ten miles distant.

One of the achievements upon which Mrs. Beverley has continued her famous success has been that her Farm-School boys and girls have made an unusual success, and this year they are to publish as a booklet the record of the graduates of this country consolidated school. Mrs. Beverley has always marketed the manly and womanly product of the Whitmell Farm-School. Every teacher in the school, all the people of the community and the clubs of Danville have made it their mission to sell the graduates to worth-while markets. "Find Yourself Week" is something worth cultivating.

Non-Professional Pledge

Dean Joel H. Hildebrand of the University of California would like to have all members of the college football team sign a pledge not to play professional football after leaving the university. Dean Hildebrand says:—

"College football and professional football operate on different theories and have little in common. Professional football is for the individual, while college football is played for the honor of the university as a whole and as a matter of team spirit.

"Professional athletes have plenty of sports in which to participate without using football. The universities are not places for training professional athletes, but for training minds and keeping bodies sound at the same time. If the professional football games should succeed, we would find our institutions turning into training schools for professional football players."

Harvard's Latest and Best

In this age of liberalization in education nothing has approached the faculty action of Harvard University in saying that beginning in February members of the senior class in good standing may use their own discretion in attending classes and lectures.

The rule is as follows: "Men on the dean's list, and all seniors in good standing, are trusted with greater responsibility and discretion in the matter of attendance, so far as this does not interfere with the collective interests of the classes to which they belong."

The only limitation seems to be that the seniors cannot extend their vacation under this rule.

It is rumored that if the seniors do not abuse this freedom it may go to the juniors at no distant day, and later to the sophomores.

Of course there will be those who will look upon this as a tendency to lawlessness, but others will regard it as a long step toward personal responsibility.

Special Days

George M. Ford, state superintendent of West Virginia, issues a booklet of 255 pages on "Programs for Special Days, and for Other Festive Days and Anniversaries," compiled by J. D. Muldoon, of the State Department, which is one of the most attractive as well as one of the most complete that has been issued. The selections are abundant, well classified, and meet all needs. It is becoming generally recognized that "special days" afford an opportunity for appealing to the family as well as to the children, and this is highly important.

Cycles of Garden and Plant Life

Florence C. Fox, United States Bureau of Education, has prepared a beautiful and everyway scientific and practical treatment of nature study for schools.

There is just enough information for children to master and it is presented so skilfully and illustrated so attractively and illuminatingly as to be a complete study of birds and insects in the garden, toads, bees, the orchard and trees, making seven cycles of garden life.

There are also cycles of plant life—plowing, sowing, planting, growing, cultivating, flowering, reaping, harvesting, threshing, storing, grinding, baking, marketing and transporting. No more beautiful book has been made by any publisher than this, and it can be had—paper cover—for twenty-five cents.

The literary, professional, and mechanical work of the Bureau of Education has blossomed out to perfection.

What the New High School Must Do

By WALTER BARNES

Fairmont, West Virginia

The personnel of the high school student body today is predominantly of the type that cannot profit much from the languages, the mathematics, and the abstract studies. A generation ago only those from literary or bookish homes or only those rare persons who had literary leanings went to the secondary school. Today the law or social pressure or tradition forces into the high schools the boys and girls from all the homes of the country: boys and girls who are not going into the professions, who do not look forward to literary careers, boys and girls who are exceedingly impatient with those things that do not seem to them "worth while." Now, we want those boys and girls in our high schools: if, therefore, we want them there, and especially if we compel them to be there, we must offer those subjects which will be of greatest value to them—for they constitute a majority of the students in the high schools. Surely, it is desirable that everyone whether from the homes of professional people or of tradespeople and farmers, surely it is desirable that they, all of them, study, for at least half of the time they are in school, the same body of subject matter: otherwise they cannot have a common stock of ideas, a common store of knowledge, a common set of ideals and points of views. The languages and the classics once provided those common and communal ideas and ideals; they do not do so today and they will do so less and less from this time on.

The high schools of today are not now, as the seminaries and academies and private schools of a generation ago were, preparatory schools for colleges. The older type of education still prevails, unfortunately, in the colleges; consequently the college people—who, as it happens, frequently hold strong and strategic positions in the educational world—insist that only those who have had the kind of education that they believe in should be called educated, and that only those who have had this type of education in high schools should be admitted to college. This is manifestly unfair and unjust. Colleges and universities—at least, those that are state-supported and state-controlled—must be willing to become an integral part of the school system, must be willing to accept the graduates of the high schools, the average boys and girls, who have had the education which high school educators know is the kind that high school boys and girls should have. Most high school graduates do not go on to college; the comparative few who do, who should have the same minimum subjects, the same fundamental studies, the same common knowledge gained by those who do not go on, should be admitted to college without question or hesitation.

The only just entrance to a college should be: four successful years of high school life, of that life which the leaders of high school education know is the kind which appeals to the majority of high school boys and girls.

Concentration, ability to work with diligence and zeal upon a task are eminently desirable intellectual qualities; but we acquire them in school, as we do in life, by being highly interested in the work we are doing. There is no short-cut to intellectual power, there is no mystery about it, and there is no set of mental gymnastics which will produce it. Set before children, as before men and women, the things worth doing, the things which have an inherent appeal, and you get work, good work; and through the doing of work under guidance you train children to do work better, to concentrate upon their work, to be absorbed by it, and in it. The older curriculum had no appeal to most minds, it offered nothing real, nothing substantial, nothing of recognized value. Most good minds would balk at doing something which offers no rewards, most minds would not concentrate upon it.

There is such an abundance of rich, interesting subject matter with meat in it, with the elements of life in it, that it would be great pity if we should have to nourish the keen minds of boys and girls upon the shadowy, unsubstantial substitutes and subterfuges for reality that used to constitute the curriculum. The old order of things must go, in education as in other phases of existence. If the course of study does not offer subjects drawn from the varied, fascinating, pulsating life, in us and around us, the course of study cannot influence life—and the schools are but a simulacrum of life, a vacuum in which we go through set motions, a mental gymnasium in which we take formal exercises.

And so we who are a product of the older system of education but who, like all others of our generation, got our education after we came out of school, are eager to put into the course of study for high school boys and girls studies radically different from those we had, studies which have an interest, which make an appeal, which have flesh and blood in them, which are a part of life. So far as we are concerned, we wish the West Virginia curriculum for high schools to banish the formal, artificial studies of the past and to constitute itself out of the realities of the present.

[From the West Virginia School Journal.]

Personal and Professional

FREDERICK J. E. WOODBRIDGE, Dean of Graduate Faculties, Columbia University, who has a personal reputation to match his professional standing, says:—

"The worship of academic degrees has unfortunately become a form of educational idolatry. The character of the academic body comprising the Columbia Faculties of Political Science, Philosophy and Pure Science, and the students registered under them, is a matter calling for deliberate attention.

"The admission requirements to what we have come to call the 'graduate school' in our universities give us a student body made up of college graduates, but the scholarly equipment of these students does not, as a rule, represent an adequate preparation for thoroughly advanced work and research. It represents commonly a desire for further study or a recently awakened interest in some subject.

"The graduate school has been forced, consequently, to combine with its interest in scholarship and research an interest in education also. It is this combination which defines its obligations and its problems. It must provide, on the one hand, an opportunity for students to supplement or broaden their education and, on the other, see to it that its degrees represent scholarship and research.

"With a growing registration of the kind we have witnessed in recent years, there is constantly increasing pressure to enlarge departments and multiply courses of a preparatory kind in order to meet the needs of students. This pressure cannot be avoided if the university is adequately to meet the expectations which its position in our society arouses.

"The demand for more education, whether made by college graduates or others whose matured or awakened interests inspire it, is a demand which our universities ought to meet and which has fallen, in large measure, on the graduate school. The pressure thus exerted must be constantly and watchfully balanced by increased emphasis on the advancement of learning.

"If the graduate school is to be also a place of real research, there must be in it professors and students absorbed in little else, and its degrees should represent that attained scholarship which implies a broad education rather than be simply the recognition of further successful study.

"To the problem that thus emerges—that of properly caring for students and properly caring for subjects—we need to be keenly alive, for the pressure from the students is now in the ascendent. The majority of them enter the graduate school for other than scholarly motives.

"I do not imply that these motives are not laudable. I imply only that very many students would not be here at all if university study and degrees were not to their social or professional advantage. Yet I must confess that the motives are often regrettable."

E. A. ROSS, professor in the University of Wisconsin, one of the best known men in the faculty, says: "If I were president of this university, I would eliminate the loafers if it took out 1,500. I also would eliminate the 'boozers,' the 'hip flask toters' and the fellows who think that it is smart to violate the laws. When I got through, there might not be more than 5,000 students here, but we might again have the atmosphere of earnestness and hard work."

JAMES A. BEEBE, president-elect of Allegheny University, Meadville, Pennsylvania. Dr. Beebe has been dean of the School of Theology, Boston University, for six years, and the success of his administration has led to this promotion. Allegheny College has had eminent men as presidents and was never in better financial or scholastic condition than now. It has been without a president for several months, during which time they have considered several men prominent in education.

MISS CARRIE E. SMALL, who died on February 6, was the first woman to be elected principal of a public high school in Massachusetts, at Plymouth. She was one of the early graduates of Wellesley, and was always prominent in educational circles. She was not long at Plymouth, but was at the head of different classical schools, one of the most prominent of which was Woodward Institute, Quincy. She was offered college presidencies. Six years ago she retired from administrative work. Plymouth was always her first love because it was there that she won her laurels. Whether it is pardonable or not we must say that our home was in Plymouth County in the years that Miss Small made Plymouth famous because of the prominence of the high school.

JAMES H. HARRIS, superintendent, Pontiac, Michigan, was given a genuine surprise at the mid-winter graduating exercises of the high school. Immediately following the address by President Charles McKenny, of the State Normal College, Ypsilanti, President Willis M. Brewer, of the Board of Education, presented Mr. Harris on behalf of the Board of Education and the community, a handsomely framed certificate of life membership in the National Education Association. This was not only a deserved tribute to their superintendent, but it is a noble service to the National Education Association, which should have a thousand life members immediately.

ALBERT E. BAILEY, Boston University School of Religious Education and Social Service, is lecturer on art and archeology on one of the famous excursion tours. After the party has toured through the Near East Professor Bailey will return to Paris and join another tour of Episcopalians, and be the lecturer on art and archeology with them through Palestine. On June 10 he will join an excursion party led by Dr. Walter S. Athearn, Dean of the

School of Religious Education and Social Service of Boston University, who will have a student party visiting the religious and educational shrines of Europe and the Near East.

GEORGE M. WADSWORTH, principal of Southern Junior High School, Somerville, Mass., who has always been a leader in various progressive activities, has a fund which produces twenty-five dollars a year, which is presented to the student who in the judgment of the headmaster and the faculty advisers, embodies and typifies to the greatest degree those ideals of service, scholarly attainments and moral influence which it is the aim of the school to exalt as true standards of American education.

SEBA ELDRIDGE, State University of Kansas, has a leaflet on "The Writing of College Textbooks," which is full of scintillating common sense. He says, what some of us have been hurling ineffective javelins at for many moons, that college textbooks, with few exceptions, appear to be written with no appreciation they are to benefit students, but merely to have the subject glorified by the way it is presented in the book.

"The authors evidently assume that education is a matter of assimilating information, of mechanical drill in routine or technique, not a process of stimulating curiosity, of arousing interest in live problems, and of motivating independent, energetic inquiry on the student's part.

"One will find in a college textbook, much information, and much about laws, principles, theories, hypotheses, formulae, methods of investigation, relative to the particular subjects treated. And this material is likely to be presented according to carefully formulated plans. But it is likely to be wanting in 'human interest,' particularly of the sort that characterizes the rank and file of college students. Problems will be suggested to the student, but problems most of which are dead ones so far as any real interest in them, either on the student's or the instructor's part, is concerned; for these problems will commonly be such as have already been solved by somebody or other, and such, too, as do not connect up in any vital way with the student's interests.

"The materials represent the results of interest in live problems, and active investigation of those problems, in the past; but these results—dead science one might almost term them—lend themselves but poorly to the stimulation of a like interest and effort on the part of the novice in the subject. College instruction would gain greatly in power if textbooks were actually written for the student. It would be helpful to realize that college students' interests, like those of other people, largely centre in basic human concerns, which can often be appealed to in arousing interest in the subjects of the college curriculum. Interest in a vocation, in home and family life, in conditions and problems of one's local community, in the social groups to which one belongs—church, state, race, economic class, political party, etc.; these interests are practically universal among people who have reached the stage of development that college students have."

FRANK M. RICH, principal of School 2, Paterson, New Jersey, has demonstrated unusual skill in meeting the every-day needs of teachers and pupils. His latest output, "Projects for All the Grades," containing one hundred and sixty-three practical projects in all subjects taught in the elementary grades, correlates the universal activities of children in school and out, at home and in community life. Mr. Rich gives the approach to each project a personality that is at once attractive because important.

KENNETH C. M. SILLS, president of Bowdoin College, in expressing appreciation of Mr. Munsey's gift of a quarter of a million dollars to the college, made a sane and vigorous defence of Mr. Munsey's famous gift to the Metropolitan Museum of New York:—

"It seems to me that many unfair criticisms of Mr. Munsey's will have been made. A man has a right to do what he will with his fortune. Mr. Munsey made his fortune in New York. The Metroplitan Museum is a New York institution and an asset to New York and to the nation. It has been asked why Mr. Munsey, having risen himself from poverty, did not do something for the poor with his money. I wonder if it is not true that the Metropolitan Museum is an asset to the poor. I wonder if it is not frequently visited by the poor."

President Sills is arranging for an "Institute of Modern Art." Prominent artists and art critics will lecture and hold conferences. It promises to be the most important meeting for the promotion of art ever held in New England.

MRS. JENNIE L. BARRON, one of the newly-elected members of the Boston School Board, is not only a brilliant speaker but has a broad vision for Boston and a noble appreciation of its responsibility for New England's future. At the February meeting of the School Board she made an earnest plea for an adequate budget for the schools, saying that the thirteen million dollars asked for from the Legislature would not provide seats for all of the children. She says that 4,956 pupils are now housed in houses, halls, basements and portables, who would still be forced to use the same wretched accommodations, even if the budget was passed.

In every school system the Board of Education should establish a salary schedule for service, not to please individuals. It should be based on the scale of living and not on the grade position.—Ide G. Sargeant.

Technique in the Recitation—VI

By JOHN B. OPDYCKE

New York City

"Shall a teacher sit, or stand, or 'circulate'?" Here is a question that has given our educational leaders pause! The decision as to the number of angels that can dance on the point of a needle is as nothing in comparison to the answer to this question. But the answer is simple nevertheless: It all depends upon his manner of sitting, or standing, or circulating. We have been inspired by teachers who sat throughout a period; we have been bored to death by teachers who have persistently stood; we have been made nervous and "jumpy" and "headachy" by teachers who insisted upon walking around the room constantly. If a teacher stands because the class discussion calls him to his feet—fine! If he circulates because he desires to be the life of the party and put life into it—fine! If he sits because he thus best makes himself heard and understood in all parts of the room—fine! His mental posture is the thing that counts. English is a live and open subject. No one can teach it efficiently and remain in an easy, sleepy posture of mind. And as our physical postures reflect our mental ones, this means that teachers of English have to be physically active as well as mentally alive. If a teacher's sitting throughout a period indicates, as it often does, an easygoing and somnolent attitude toward the work, then by all means deprive him of the chair. If a teacher's knocking about the classroom indicates a nervous and uncontrolled attitude, as it sometimes does, then by all means make him sit. But do not judge or misjudge him by the physical posture alone.

THE TEACHER'S GRASP

The final tests are these: Does the recitation in English take aim and hit somewhere? Does the teacher grasp the class whole, and at the same time see the members of it individually? Is equal recitational opportunity provided for all pupils? Is every pupil made to feel himself an actual integral part of the recitation, whether or not he is called upon? Are the special class features, such as secretarial reports, minute-men speeches, criticisms, kept live and refreshing, or are they permitted to run down and become but stereotyped class functions? Are pupils imbued with the spirit of volunteering and initiative through the teacher, or are they so many automatons or monotones in the school scale? Are all the members of the class organization pulling together toward the same ends, with the same aims? Is the class tone wholesome and harmonious, quiet and thoughtful? Is the recitation tempo right, not too fast for some and too slow for others? Is the lesson tension too strained and suspended for Bill, too lax and dull for Mary? Do the children sit up, stand up, and speak up always in good form, whether in complete sentence structure or not? And so forth.

Again, it is the teacher's class presence and recitation grasp that decide these and other issues in the technique of the recitation. More than anything else, it is the teacher's human gumption that must decide on a given spot and in a given situation whether all children are to recite from the front of the room, whether two written recitations shall be held in succession, whether the first recitation after a holiday shall consist of written work, whether children shall be called by first name or by last name or by both or by neither; whether society shall be permitted to interrupt by well-meaning contests and "weeks" of this and that and the other, whether recitations are to be staged for company or the proverbial "potluck" be the order of the recitation day, whether—oh, whether the thousand and one other details of classroom technique are to be settled by Prussian verboten policy from without, or to be permitted to develop naturally and easily from within. If the school administration enforces strict conformity in these matters, then goodbye to "academic freedom."

THE TEACHER'S VOICE

One additional issue must have a paragraph to itself, namely, the teacher's voice. If teachers could be made to realize how great a factor the voice is in inducing respect and attention among pupils they could probably be prevailed upon to be more careful in its use. We frequently hear it said that the teacher's presence should demand respect. His voice, however, is vastly more powerful to demand or to defy respect. The teacher of English in particular should take pride in the use of his voice, should be able to adjust it to varying class demands, should aim always to speak in low, audible tone rather than in raised, over-audible tone. The loud, rasping, hectic, or otherwise uncontrolled voice, that is sometimes heard in the classroom, invariably reveals a nervous condition unworthy of and untrustworthy in the teaching profession. An educational supervisor for whom we have the highest possible respect says that he can answer all the questions in the previous section, and more, by getting the key and pitch and tone of a teacher's voice when he enters a classroom, so true an indication is the human voice—the teacher's voice—of mental and moral and physical adequacy for work. Some voices carry better than others; some are naturally louder or milder or of better timbre than others. We are not asking here that a teacher artificialize his voice in order to make it satisfactory. He could not do this if he would. But no one can teach English, certainly, with the proper effectiveness who does not possess or who has not cultivated a quiet,

agreeable, well-modulated voice. The teacher's voice may do more toward inculcating a love for literature than no end of discussion and analysis of a masterpiece, for literature is to be heard rather than to be seen. A pupil's revelation of himself to himself may be emphatically made through the teacher's voice as he hears his own composition conveyed to him through this medium. Some one has said that the teacher's voice alone is capable of inculcating in pupils all of the technical classroom virtues—refinement, courtesy, co-operation, loyalty, courage, generosity, obedience, initiative, readiness, willingness, promptness, honesty, sympathy, reliability, concentration, orderliness, self-control, self-reliance, good posture, eagerness to shoulder responsibility, desire for improvement, alertness in grasp and response, and liking for the best in literature. To paraphrase a popular dictum, we may fitly conclude this paper on the technique of the recitation by saying, that teaching of a high tone is always done through a voice of an agreeable tone.

Important Decision in Massachusetts

A Member of School Board Cannot Be Paid Salary for City Service.

Judge Pierce, for Supreme Court—This is an action to recover for services rendered as school physician, or "Medical Inspector," of the city of Medford, from September 1, 1923, until August 1, 1924, eleven months at $60, a total of $660. The answer, in addition to a general denial, alleges that the "appointment (of the plaintiff) was *ultra vires*, against public policy and otherwise void." The case was heard in the Superior Court, without a jury, on an "Agreed Statement of Facts." The judge found for the defendant, and the plaintiff appealed to this court.

The pertinent facts are that on November 12, 1917, the plaintiff was appointed by the school committee of the defendant city temporary medical inspector for all the schools. On June 14, 1920, his appointment was made permanent and placed under the civil service. The appointment was made under G. L., c. 71, §53, and previous similar statutes. Thereafter, he continued to serve as medical inspector by appointment of the school committee and under the civil service at a monthly salary of $60, until the bringing of this writ. During all this period he was a member of the school committee, elected every three years, but took no part officially as a member of said school committee in his appointment by said school committee, or such "medical inspector." After September 1, 1923, owing to the refusal of the mayor to approve the payroll item covering the plaintiff's salary as medical inspector, he no longer received a salary for such services. Nevertheless, he continued to perform the duties of medical inspector and to serve as a member of the school committee. On August 4, 1925, he brought this action against the city for $660, the amount he would have received to that date had his salary as medical inspector been continued and paid.

"The duties of the medical inspector are regulated partly by statute (G. L. c. 71, §54, 55), partly by the school committee and partly by circumstances as they arise." Under this statute he examines all school children referred to him; he examines teachers, janitors, and school buildings; he grants employment certificates to children who are entitled to work; and as a part of his duties at the discretion of the school authorities, he examines girls who play basketball, and boys who play hockey. The school committee, under G. L. c. 71, §59, elects and fixes the compensation of a superintendent of schools, who "shall be the executive officer of the committee, and under its general direction." It appoints a school physician (herein called medical inspector) under §53, and fixes his compensation. Under St. 1904, c. 173, G. L. c. 71, §52, "no member of a school committee in any town shall be eligible to the position of teacher, or superintendent of public schools therein." Under the rules of the school committee the superintendent, or the executive officer of the school committee, §59, *supra*, has general care and supervision of the schools, and nominates "all principals, supervisors, teachers, janitors, . . . and other school employees," and makes recommendations "to the School Committee regarding their duties, salaries, and dismissal." The charter or ordinances of the defendant city do not forbid the school committee from appointing one of its own members as medical inspector of schools and the rules of the school committee of defendant city make no reference to it.

Having in mind that a member of either branch of a city council or of a municipal board of a city is not permitted to be personally interested directly or indirectly in a contract made by the city council, or other branch thereof, or by such board, or by authority derived therefrom, in which the city is an interested party, G. L. c. 268, §9; that no "member of a city council shall, during the term for which he was chosen . . . be eligible to any office the salary of which is payable by the city," G. L. c. 39, §8; that a board of health of a city, who are authorized to appoint a quarantine physician under an ordinance giving him a compensation fixed by the city council, may not appoint one of their own members such quarantine physician, Gaw v. Ashley, 195 Mass., 173;

that no member of a school committee shall be eligible to serve as teacher or superintendent in the public schools, St. 1904, §173; we think a school committee, in the absence of a statute permitting it, cannot elect one of themselves to the salaried office of school physician. The duties he is to perform as physician are incompatible with the supervisory duties which as member of the committee he should exercise over the incumbent of the office of school physician. Consistently he cannot be master and servant.

Again, under the rules of the committee and G. L. c. 71, §59, the superintendent of schools, under the direction of the school committee, is the "executive officer of the committee" who, among other services, has the duty to nominate for election "all principals, supervisors, teachers, janitors . . . and other school employees, make recommendations to the school committee regarding their duties, salaries, and dismissal." It is to be further observed that the superintendent of schools may hold his office by the deciding vote of the member whom he may subsequently nominate for school physician, with an accompanying recommendation of a stated salary for the incumbent of that office.

The case of Sylvester v. Webb, 179 Mass. 236, can be distinguished from the case at bar, by the fact that the circumstances of that case were fully known to the inhabitants of Scituate, and were discussed and voted upon at two special town meetings without repudiation; and by the finding of the court that the alleged illegal contract was ratified by the town.

Judgment for the defendant.

From Slave to Scientist

[From Pittsburgh Press.]

[We use this with especial delight because we wrote of Professor Carver editorially after one of our visits to Tuskegee.]

Born in slavery, unable to read or write until after he was twenty years old and now the world's leading authority on peanuts and sweet potatoes, with hundreds of discoveries to his credit, is briefly the unusual life record of Dr. George W. Carver, head of the research department of Tuskegee Normal and Industrial Institute of Alabama.

Up to the time Dr. Carver was nineteen years old he had never spent a day in school. After the Civil War, when his father and mother were freed, the family moved from Dr. Carver's birthplace in Missouri to Iowa, where later he was to be among the honor graduates of Ames College.

Dr. Carver says: "It would seem uncanny were I to name all the discoveries my research work has led to. The peanut is only one of many things, but the peanut and sweet potato have been more in the limelight, for they fill an immediate need. The boll weevil made cotton a rather hazardous crop, and therefore it became necessary to find supplementary crops and the logical thing was to select something with which the farmers were more or less familiar.

"So I first selected the sweet potato, and today we grow more bushels with less drain upon the soil than in any other part of the country. The crop is one to be depended upon, indeed an absolute failure is not known. Then the question arose to find a crop to rotate with that of the sweet potato and one which would put back into the soil the nourishment that the potato takes out. So we came to the peanut, and in these two things we now have a perfect combination. Our discoveries have led us to find that if all the food of man with the exception of peanuts and sweet potatoes were wiped from the earth the human race could exist as well as it does now."

An even more remarkable and interesting discovery made by the professor is what scientists have declared to be a rediscovery of the ancient Egyptian art of color, in his discovery of a blue paint made from red clay found in the southern states, a blue so famous in the paintings of old that it is believed Dr. Carver has hit upon the source of the colors used by Rembrandt.

There are 300 odd ways of utilizing clay; in the making of dyes, oil paints and water colors, toilet powders, laundry bluing and others; there are more than 300 things to be made from the feathers of domestic fowls; there are dozens of ways to utilize native material in wicker work, and dozens or more uses for herbs, both for medical purposes and domestic use.

Dr. Carver was head of the agricultural department and research bureau of Tuskegee Institute for fifteen years, but recently the college determined that it could use him to a better advantage in its research laboratories than in the grind of teaching. Since last November, however, the demands for lectures have been so great he has spent little time at the institute.

It is not professional training alone that principals of elementary schools need, but a new morale, a new self-respect, a new appreciation of the wonderful future before us.

—Ide G. Sargeant.

Three Lessons in Three Hundred Years

By ERNEST W. BUTTERFIELD

State Superintendent, New Hampshire

The Pilgrim Fathers when they formed the first body politic in the Mayflower cabin, "In the name of God, Amen," had no thought that the state which they proposed to found would ever make education of children the chief duty of a commonwealth and a responsibility which no parent might avoid. They planned to establish a republic, even though they professed loyalty to the king, but it was long before they saw that in a republic common ignorance is intolerable. In brief, for them and for their ancestors, the state religion had been the common education, while for us common education has become the state religion.

In England, and in colonial days, the duty of education so far as it rested upon any one rested upon the church and was reserved by it for the chosen few. For all other citizens, religion itself was education and all the education which was held to be necessary.

Let me restate this thought. Our forefathers in common with other churchly people believed that there should be full education for ecclesiastical and clerical service, but for the great majority no education was needed nor desirable beyond that furnished by the church. Therefore, church attendance was required, catechisms were taught, sermons were preached and assent demanded not to codes of personal behavior but to creeds which asserted intellectual beliefs. We may say that for these people religion was education.

Our position has become a different one, for we have made of education a national religion. We require school attendance of all children. We set the hours, we fix the courses, we add to the fundamental subjects of the earlier schools—reading, writing, and arithmetic—the essential subjects—history, art, citizenship and morality. We permit neither parental need nor greed, neither financial disability nor commercial avarice, to interfere. Education has become an inalienable right of American childhood, and is our national religion.

These pioneers had very clear ideas about individual rights of judgment and action, but their conception of public education was not worked out to logical conclusions. Two statements, however, made by Luther a century before, expressed their firm belief. "Government as the natural guardian of the young has the right to compel the people," and the education of the young is a "grand and serious thing affecting the kingdom of God and all the world."

In other words, our first fathers were ready to assert that the state has an unquestionable right to guard and direct the care of its children and that education is of supreme importance.

In our first school laws this was as far as we were prepared to go. We were ready to assert that it was the duty of parents to cause their children to be sufficiently taught so that the boys might read perfectly and know the state laws. Selectmen and magistrates must urge parents to this duty. No one thought, however, that money could be raised by public taxation for the support of schools, that Jones could be taxed for the education of Smith's children; that the right of a parent to doom his child to an ignorance as dense as the father's might be abridged. They would have held that a parent's unrestricted right over his child was inalienable like life, liberty, and the possession of property in other forms. At this time the child had not become the ward of the state, and the state as a guardian had not assured him that he had a natural right to his share of health, decent morality and common knowledge.

Slowly, little by little, for one hundred fifty years, the state for its own safety took up the burden of public education. First, it was made legal for a town to vote taxes for the wages of the schoolmaster and that alone. Then, a schoolmaster must be provided, and boys must not be denied instruction by him. And, finally, the furnishing of the schoolroom was declared not to be a duty of parents but a subject for public expenditure.

These laws made provision for opportunities of education for those who should seek it. They placed no obligation upon the children or upon ignorant, selfish, or vicious parents, and there is little evidence that for one hundred fifty years even these weak laws were generally enforced.

The schools of this century and a half were not free schools; they were unsupervised; they were taught by itinerant or non-professional teachers; the terms were short; the enforcement of the law was of limited local application; no provision was made for the education of girls; no school records were kept, and no school reports made. As a result, during these years ignorance and illiteracy were very common, except that the ideal persisted that qualified and patriotic parents should teach their own children. This alone prevented learning from being "buried in the grave of our fathers." The gain that was made was in the acceptance of the belief that the state must educate its children. In 1647 many were willing to say that the commonwealth needed public schools. In 1776 many were willing to act so that in the state there should be common schools rather than common ignorance.

The stirring events of the Revolutionary War and the discussion of the form and principles of the new government not only set people to thinking but placed a premium upon literacy and education. When the war was over and the new government securely established, our states were ready for educational progress.

In the next generation many educational changes were made and the laws commenced to specify the qualifications of teachers, to set a minimum for the required taxes for schools and to name the number of weeks the schools must be open. This required a tax paid only for the wages of the master and for the erection and repair of the schoolhouse. All other charges, books and apparatus, board for the teacher, fuel and janitor service for the school, were parental and not public obligations. All parents, and they alone, must in proportion to the number of their children board the teacher or hire this board. So, too, fuel was a parental obligation. "Voted that three-eighths of a cord of hard wood be laid on the head of each scholar in the district under eighteen and over five years of age, to be good sound wood,—beech, birch, or maple—and to be delivered at the schoolhouse, cut and corded, before the opening of the school." One by one the several school costs were made public and not parental obligations.

During these years it was first discovered that, if education is a state religion, it may not be denied to girls. In the colonial period they had little formal schooling and this in inferior classes. The term children in the early laws was interpreted to mean boys, since girls were not thought capable of education.

Beginning with 1789, girls were admitted to school attendance rather freely in the rural towns, with much deliberation in the cities, and to the private secondary schools with a reluctance which has not yet been entirely overcome. This medieval conception is responsible for the persistence of those atavistic New England institutions, the scholastic monasteries and nunneries which give college education to a single sex in primitive seclusion.

All of these laws placed the obligation upon taxable property but none on parents or children, and it was the middle of the last century before hesitatingly the states began to declare their purpose to guard children against parents, employers, and in general against our social system. The first attendance laws were humanitarian rather than educational. They refused factory employment to tender infants unless to them were given during the same year scanty weeks of schooling.

Then in the cloudy years which followed the war between the states, the people in their might by a series of increasing laws made school attendance a requirement which might not be evaded or denied. Even so the century closed before all of the states had effective attendance laws; so long it took for our people completely to accept the words, "Government as a natural guardian of the young has the right to compel the people," and declare in statute form that not even a parent may deprive a child of the rights of childhood, since the welfare of the state rests upon the guardianship of its children.

This movement still goes forward. In our time we have seen high school education—and in our more progressive states university and technical school education—made free to pupils, a public and not a parental obligation and this for the common welfare of the republic.

It will be seen that in the fullness of time we have passed from the belief that the state must take a paternal interest in education, but must not direct it, to the position that all communities must maintain schools and all children must attend them. It remains only to declare that the schools for all children be of equal merit and the school costs be equitably distributed.

This means a frank acceptance of the dictum that whenever the welfare of the child is concerned, the state, not the city or township, must be the unit of taxation and administration.

The reason for this enlarged unit is social. A century ago in each town there was nearly a fixed ratio between the number of children, the population and the taxable wealth. Today the industrial revolution has wrought mighty changes and has formulated a new law, the law that wealth and population tend to segregate and each to be localized in a separate political and geographical unit. To our large cities have gone the stores, the artisans' shops, the banks and the acquired wealth which still are supported by the rural towns and which formerly were taxed for the schools of these towns. The children remain in the rural homes or in mill villages, for wealth is always more mobile than population. The small town magnate no longer enriches his home town, but takes much money and few children to some wealthy suburban district.

In each state the department stores of the great cities have taken from every rural town at least one store and several artisans and are to this degree supported by the distant towns. This is an absentee store. These are absentee artisans. In every city live men who have acquired wealth in rural towns and have come to the city to spend it. This is absentee wealth. All of this absentee wealth should be taxed for the benefit of the towns where it belongs. A man who absorbs the wealth of his state is not allowed to die without paying back a share as an inheritance tax. The man who has absorbed the wealth of a rural town should not be allowed to move cityward except as he pays back a share of his wealth to the town which contributed to it.

In general, New England is convinced of this need and has accepted the principle of statewide taxation for schools. We assert that the

child is the ward of the state, and we will tax the state dollar wherever it is for the welfare of the state child wherever he may reside. My own legislature has decreed that for all children there shall be schools for not fewer than thirty-six weeks, in equipped and suitable buildings, and that all teachers and superintendents shall meet approved standards. In addition, it has declared that the cities which have absorbed the wealth of the poor towns shall so pay for schools in the poor towns that there shall be for all children education without excessive taxation.

The history of the world shows a series of revolts against religions when the financial cost has been made excessive. The times call for strict economy in our administration of education, the nation's religion, and the various school costs are of unequal value. Shall we consider, then, the essential and non-essential items in school administration? All school costs are for essentials, comforts, luxuries, diversions, distractions and nuisances.

School buildings are expensive comforts. They are certainly desirable but they are not necessities. Socrates and other great teachers were able to lead their pupils in education without them. So, too, fuel and janitors are non-essential comforts. Books are luxuries. They make our school work easy and delightful, but they never have been essential. Libraries, laboratories, gymnasia, are not necessities; they are diversions. The contraptions of the schoolroom and the mechanisms employed, the pencil sharpeners, the grid condensers, the regenerative ventilators, the self-effacing blackboards are not necessities but distractions. And the patent plans of instruction in reading, writing and the rest, the systems and the methods, these are nuisances.

There are, after all, but two essentials, the learning pupil and the teaching teacher. Without ignoring the comforts, the luxuries, the diversions, the distractions and the nuisances, we should place our greatest stress upon these two essentials. Our first aims should be to lengthen the time of respective learning in weeks, days and hours and to improve the quality of the teachers. If we do these two things we shall have good schools though the heavens fall, though city councils are niggardly, though foundations and college presidents roar with the swelling thereof.

In three hundred years of American history our nation has learned, indifferently it is true, three great lessons, and the first is this: No republic can long endure or safely face the future except as it educates all its children to do justice, to love mercy and to walk humbly.

The Pilgrim Fathers, as the sandy dunes of Cape Cod appeared to their land-hungry eyes, and as they returned thanks to Him who had guided them across the uncharted waves, had no thought of other than a theocratic state. They believed in a state church, for this had always been. From the dawn of civilization, on upland plain, in jungle or river estuary, in the days of antiquity, and in the monarchies of Europe, there had always been a union of church and state, with one phase or other predominating.

Among these exiles were well-read and thoughtful men. They knew that in ancient Israel kings and statesmen had killed the prophets and prophets had overthrown kings and put at naught the well-formed plans of statesmen. They knew that the attempt of religion to control politics had held in check spiritual values until one came who said: "Render unto Caesar the things which are Caesar's; and unto God the things that are God's." They knew that this nation never became politically dominant, in part because of the repeated interference of religion in matters of state. As I read the ancient chronicles I have a feeling of sympathy for the major Hebrews in their conflicts with the minor prophets. Dignified statesmen, thoughtful men of probity and of affairs, they must always have labored with the well-grounded fear that any day a minor prophet, ignorant of statecraft, unacquainted with barbers and tailors, reeking with the scent of goats, whose company he had just left, would throw their work into confusion, denounce them in sacerdotal language and effect a successful coup d'etat.

The Pilgrim Fathers knew all this, but they said it was the fault of the Hebrew Church. They knew also of the failure of a union of church and state in imperial Rome. They knew that the state absorbed the church and went through its forms without devotion and without the worship which makes the eternal difference between man and his brother animals. They knew this, but they said the fault was the fault of the pagan church.

They knew that the early days of Christian Europe were filled with the wars of religion, with the attempt of the state to control belief and with the attempt of the church to subordinate the state. They knew the story of Canossa, and knew that the question then raised had drenched Europe in blood for generations, but they said this was the fault of the medieval church.

They knew England's bitter experience before the days of Henry and Elizabeth. They knew of interference with state policies and successions. They knew of bans and excommunication of chosen or inherited rulers. They knew, too, of the looting of churches and convents, and of political preferment in church positions. All of this they knew, but they said it was the fault of the Roman Church.

Finally, the Pilgrims knew but too well of their own banishment to Holland, of simony in high office, of persecutions, of non-conformity. They believed, and believed truly, that this contest would drive thousands to follow them to wilderness homes at the ends of the earth. The fault, however, was that of the English Church.

The union of church and state had always failed, not because a state church in a monarchy creates a situation fraught with danger, but because the wrong church had been tried. The age-long failure to secure harmony was not because there might not be a state church but because their experience had been with the wrong churches. They had read of the Hebrew, pagan and medieval churches. They had tried the Roman Church, they had tried the English Church, and their experiences were written in their histories, but they believed it possible that some other church organization, Puritan, Baptist, or Quaker, might with safety constitute a state church.

Accordingly, these Pilgrims established what we know now as the Congregational Church. Equally they elected their sheriffs, selectmen, tithing men and deacons. Equally, they taxed themselves for building the jail and the church, for supporting the constable and the clergyman. They required attendance at the state approved church. They used the lash and the cell to establish faith.

Their early laws, their charters and constitutions emphasized their position. There were election sermons, legislatures opened by the clergy, donations of land to churches and ministers and for their support and suffrage restricted to church membership. The world was to see a new attempt to establish a state church. The result! The colony at Massachusetts Bay was soon hanging witches on Salem Hill and driving Baptists to Rhode Island, Quakers to Maine, and Unitarians to New Hampshire.

Slowly through the mistakes of one hundred fifty years this great lesson was learned: In a monarchy, a state church is a menace. In a republic, it is impossible. In that immortal document, the Constitution of the United States, thanks to the influence of Jefferson and the labors of Washington, Franklin and Sherman, were written the words that in America there should be for all time a separation of the church and state. "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof," and "No religious test shall ever be required as a qualification to any office of public trust under the United States." Other nations have learned this lesson more slowly. France in our own time, Italy a generation before and Russia perhaps in these immediate years.

The separation of state and church is the second lesson which America has learned in three hundred years, a lesson which our lips repeat but which we often fail to understand.

The Pilgrim Fathers accepted the bounty of the sea, the never-failing springs of soft water and the warm slopes of the Plymouth hills as a gift of the Creator to a chosen family of his people. They believed in a jealous God who grudgingly revealed his laws. They distrusted the judgment of man, and believed that wisdom and science should be known to the few, while the many for their own welfare must be kept in ignorance. They knew of the chained Bible, of the hidden and denounced laboratories, and of the artisan's secrets which could be revealed only to those who had received years of apprenticeship. They knew, too, of the seclusion of the universities and the reticence of scholars to instruct in any but a foreign tongue, with the purpose that only the remnants of truth should reach the uninitiated.

Blindly they went forward. They placed social and legal fetters upon those who would think God's thoughts after Him and who would share with the people all knowledge. They, like most earlier people, were afraid to face the evidence. If the facts opposed their beliefs they doubted the facts. If witchcraft was charged, they did not call for the proof. This would have been impiety. They executed the witches. If typhoid fever decimated a city, they did not clean the streets and boil the drinking water. They accepted the calamity as a divine punishment for their inexcusable wickedness. Franklin with his kite was tempting the Almighty in his desire to learn forbidden secrets. The electric current, the steamboat, vaccination, and the bathtub were equally denials of the wisdom of God. Agassiz, to whom God revealed a creative truth not known to Isaiah, must not teach a glacier in preference to a flood, and knowledge must ever be checked if it was in conflict with beliefs.

Little by little, through the diffusion of general education, we as a people have learned a third great lesson. It is: The safety of a republic depends upon accepting the facts; upon facing the evidence.

I said that with painful travail we in America in ten generations have learned three lessons. We have learned these but indifferently, as heedless children at school. Our lips repeat the phrases: Equal advantage for all, Separation of state and church and Freedom of the schools. Our acts still show the persistence of the old errors.

For nations, as for children, learning is a process of forgetting and relearning. Our pupils learn the conjugation of a French verb or the use of the tables of logarithms. A vacation comes and they forget one-half. They learn again and forget one-fourth. They learn once more and forget one-eighth. They learn again and never forget. So our nation has learned and relearned these lessons again and again and as often has partly forgotten them. It seems that each generation must learn them anew.

Does America fully believe in opportunities of education at public expense for all its pupils? Then let it speak out when great foundations attack the public schools and when universities restrict admission to social groups artfully selected. Let it be heard when any attempt to give the children of the foothills and of the prairies the advantages given to city children

is crushed by a weight of misstatement and extravagant misinterpretation.

I speak with feeling upon this point, for I believe that the attack upon the public schools has never been so insidious as it is today. Sinister demagogues and zealots, organized societies, great commercial houses, would use the schools to advance their propaganda, to emphasize their policies and plans, to make for them financial gain. For this end, they would cloud the facts accepted by history and by science. They would modify teaching to fit their beliefs. They would give children wants which only their wares could satisfy. The raisin growers, the silk-worm breeders, the Florida realtors, the organizations for national relief, the narcotic trusts and the temperance leagues, the army, the navy, and the societies for universal peace, all through some of their representatives see the opportunity to aggrandize themselves under the guise of teaching health or patriotism or economy or some other individual or social merit.

A national gastronomic society, the Bleating Lambs, I believe, has discovered how to save the schools without taxation. It will hang on every school wall a code of ethics, this without cost, as a publisher will furnish free the printed code with the name of his magazine attached. A penny will be collected from each child for the wire, the school manual training shop will make the frame, and the code will be elevated with a patriotic speech from a Bleating Lamb.

There are those who would put Hancock or Franklin, Washington or Columbus, on pedestals, not because they were sage and resourceful men but because of membership held in their societies. There are those who would set days apart to teach the economy of paint and the safety of highways, even though the names of manufacturers of paint and rubber tires become thereby household words.

There are those who would allow the school children to save "Old Ironsides," with incidental credit to their fraternity. If it is necessary to preserve the immortal frigate, and I believe that it is, and if this preservation is an opportunity to teach a lesson of patriotism and of service to the children of America, and this, too, I do not doubt, we need a national secretary of education, if for no other purpose so that there shall be no necessity that the President and Secretary of the Navy shall again find it incumbent upon them to make formal requests to a private fraternal organization to enter the schools of America to take collections and to teach patriotism.

No month passes when as school administrators we do not need to relearn that the greatest gift which the fathers gave to us was the free school. We must keep it free.

Does America fully believe in the separation of state and church? Have you noted a Protestant bishop who within two months has publicly declared that the schools are godless because they cannot and should not teach the dogmas of his church? Have you not within the year heard Catholic laymen declaring that the schools of their faith should be supported by public taxation? On the one hand, have you not read of state-wide attempts made to get public control of private schools of religion? On the other, have you not known of teachers and magistrates chosen and promoted not on grounds of efficiency but of church membership? Have you not seen America convulsed, as it has not been in our time, by attempts to set race against race, religion against religion?

We need to relearn the lesson that in a republic there can be no union of state and church, and the function of each is so distinct that co-operation so-called is dangerous, and consolidation is destruction. In spite of this, thousands of thoughtless but well-meaning people are saying today: "We must put the Bible back into the schools," meaning the Bible in their version and with their interpretation, saying: "We must teach religion in the schools," meaning the tenets of their division of faith, taught by teachers who accept these tenets.

After all, what do we mean when we speak of religion in the schools? Do we mean the religion of behavior? This can be taught in the schools and long has been. From the beginning it has been one of the aims of public education. Do we mean the religion of beliefs? This never can be taught in public schools. Its teaching is the great duty of church and home. It is easy to say, though it is not true, that church and home are failing in their duty. It is easy to add that the school, therefore, must teach religion. It is easy to say that our city health department is effective but our fire department is failing. Therefore, we will accept the inability of one department and will call upon our health workers to put out fires. *Non sequiter* in each case. It is our duty as individuals to strengthen the homes and the churches of our own choice until they fully perform the function which is by nature theirs. It is our duty as teachers to resist every attempt to use school membership or school attendance to deny religion to any child or to force it upon him in any of its forms.

I am filled with apprehension when I note evidences of an attempt to create a nation-wide organization which shall be devoted to one form of religion but which will treat with the state, that is, the school, on equal terms, will divide with it the child's time and will try again the old experiment of state enforced religion. Let us reread our history and relearn our lesson.

I wish today to commend the thousands of parents, who, in the face of thoughtless criticism, with intelligent care and with unmeasured devotion, rear their children and make the homes of America.

Similarly, I wish to honor the vibrant young people of today, worthy of the love which parents lavish upon them and of the hope which

"Compton's National Teachers' Service has added pleasure and interest to my teaching. It has helped me to teach a better school and to motivate school work. I no longer hesitate when taking up new subject matter as to whether it can be handled or not. I inevitably find the needed information in my Compton books, and without loss of time or worry."
—Josephine Archibald, Newport News, Va.

Compton's Teachers' Service—Approved! In 5 Big Ways it's serving teachers everywhere

To hundreds of teachers 1925 has been an epochal year. For in 1925 Compton's National Teachers' Service was finally introduced to the profession. And now—put to the acid-test of daily use—Compton's Service is outstripping every expectation. From all parts of the country letters from teachers reach us daily—each an appreciation of the many unexpected ways in which Compton's proves its worth.

Mark well the 5 big helps that Compton's is giving. See what such assistance would mean to you. Learn the facts of Compton's National Teachers' Service.

1 Compton's Service saves you hours of time, for it furnishes everything that you can need as professional equipment outside of text books.

2 It places at your finger tips complete, accurate, up-to-the-minute illustrated material on any subject, thoroughly outlined and worked out in detail by more than 80 of the foremost educators of America. A time-saver and more! Its graphic pages are written to cover each subject as the best teacher, at her best, would present it. This builds pupil-interest, and makes for alert, class-room progress.

3 Designed particularly for the modern teacher, here is tomorrow's work ready in minutes instead of hours—the most interesting material—in lesson-plans—and a practical guide for any grade on the problem project. Worry, and irksome piece by piece collecting is eliminated.

4 Current material profusely illustrated and attractive in text is mailed regularly to teachers every month. So discussions of the minute are automatically cared for—and outlined for proper presentation.

5 Compton's National Teachers' Service is giving teachers *more* to give their pupils—and more time for themselves. It makes for such enthusiastic leadership as naturally follows freedom for recreation and thorough preparation.

You owe it to yourself and to your school to know this modern professional teachers' service. It costs you nothing to get the facts. A letter or a postal card will bring you full information and place you under no obligation whatever. Please write us today.

F. E. COMPTON & COMPANY

58 E. Washington Street . . . Chicago, Ill.

THE ACCEPTED EDUCATIONAL STANDARD

the state has in them. All of this I say, realizing that a state association devoted to the religious training of children has recently solemnly resolved that there is "something radically wrong with the youth of today," and that a state parent-teacher association has publicly declared that children are not as well trained as those of the past generation. I do not think these resolutions expressed the actual feeling of those who were present but reflected the view of alarmists who are easily engaged in the occupation of declaring general conclusions reached from specific instances of crime and depravity.

We have no proof one way or the other, but I firmly believe that most homes are now cleaner and more attractive, with meals better planned and the household better ordered than at any earlier time. In general parents take better care of their children, physically, mentally and morally, than ever before. They show their love in more ways and more intelligently. To say that commonly our homes are without religion, without filial obedience, without high ideals of belief and behavior, is to speak beyond the evidence. To say that the great body of children today do not love, honor and obey parents, that they are unpatriotic, undutiful and irresponsible beyond the condition which is natural for children and beyond the condition which was made manifest by their parents and grandparents, is again to speak beyond the evidence.

Does America fully believe that truth is mighty and will prevail? We thought so before the tragedy in Tennessee, but are we sure? Do not misunderstand me. The tragedy was not the young teacher caught between faith and knowledge. It was not the nerve-racked men who stood in awe before the shrouded mystery of faith and the dazzling light of science. The tragedy was that you and I, millions of us, promptly took one side or the other, closed our eyes, refused to think and became partisans and propagandists rather than humble followers and clear-eyed teachers.

Not long ago I heard a teacher say: "At summer school I should like to take the courses given by Dr. Bagley, but I have decided not to, for I am afraid it will make me change my opinions." Do you understand that? A teacher devoted to the study of truth, a scholar, one who loves wisdom and pursues it. "I will never think again. I will not view the facts. I will not look upon the evidence. I am afraid it will make me change my opinions. I will not attend the millinery opening. I am afraid I might be dissatisfied with my old hat."

You are a Democrat and a Methodist. You advocate the World Court, the League of Nations and the repeal of the prohibition amendment. If you are all of these, you are in a parlous state, but dare you take the tenets or the platform or the principles or the evidence in the issues which have separated you from others and make up your mind anew? Do you dare do this or, like the teacher, are you afraid you will change your opinions?

My friend, Dr. Brooks, of North Carolina, has told that as a young boy he went to the city under the care of an old negro who had long served the family. There they entered a plant for the artificial making of ice. They saw the water in the tanks. They saw the frost clinging to the pipes of refrigeration, and they saw the cakes of ice completed and loaded into carts for delivery. The uncle's eyes dilated with fright, and he hurried the boy from the uncanny rooms. Then he exclaimed: "Boy, it ain't so, and, if it is, it's wrong, and I am going to get the presiding elder to preach against it."

What should we see in America? We should see a people who in proud joy sing a Magnificat and say: "God has once more opened the pages of revelation and has shown to us truths not revealed to Moses and the Prophets." What do we see? We see great and good men and their earnest followers asserting that the people cannot be trusted with the truth. We dare not study the facts. We are afraid to face the evidence. If this is something not revealed to those of olden time, "It ain't so, and, if it is, it's wrong," we must preach and write and legislate against it.

Once again we must relearn the third lesson. Long before the summer of 1925, one wiser than the Dayton justice, wiser than the patient jury, wiser even than the great orators who argued before the nations, said: "The truth shall make you free." We shall not fear the truth.

FORGET

Forget each kindness that you do
As soon as you have done it;
Forget the praise that falls to you
The moment you have done it;
Forget the slander that you hear
Before you can repeat it,
Forget each slight, each spite, each sneer
Wherever you may meet it.

REMEMBER

Remember every kindness done
To you whate'er its measure,
Remember praise by others won
And pass it on with pleasure.
Remember every promise made
And keep it to the letter.
Remember those who lend you aid
And be a grateful debtor.

—Selected

A Problem in Sociology

By MARY ELIZABETH O'CONNOR

Across from us lives a teacher, a New England city teacher. Now a teacher is always a "marked man" in any neighborhood, but this woman interests the neighbors greatly for special reasons, one of which is her preparation for traveling. She is strong for visiting. Living with relatives, she goes for frequent visits to cousins, friends, and summer hotels. Sometimes these trips are months long and sometimes only a few days. Sometimes they are by train and sometimes by boat. Sometimes they are in the summer, but often they are made in the school year when a leave of absence is frequently obtained. But wherever or whenever or to whomever these visits are made they always start in the same way, thus:—

Up draws a taxi. The taxi man runs up and rings the bell and disappears within. In about three minutes he reappears bearing a feather-bed in his arms, and Miss Teacher, plus bags, following on behind. Usually the feather-bed goes on the top of the taxi, where it is securely tied. Sometimes it goes on the rear if there is a place for luggage there. But in either case, there it is, in all its blue-and-white-striped glory, making its regular trip. She never goes without it. It's a good, healthy looking feather bed, in spite of all its travel. Its dyes are fast, for they have stood rain and shine. How often does it have a new coat? I can't tell, not knowing the owner well enough to ask—and would that be a proper question in case I knew her better—"Madam, how often do you re-cover your feather bed?"

How does it look coming into a house or hotel? I can't say. I've seen immigrants bringing their feather-beds off the Trans-Atlantics at Boston or New York, but I've never seen this particular feather-bed, with its American teacher, approaching. I have only seen it leaving its home port and wondered.

Why should a teacher always carry a feather-bed with her? Why shouldn't a teacher always carry a feather-bed with her if she chooses? Why should the neighbors watch with such interest? What's in that feather-bed? What's this all about anyway? Well, I leave it to you.

WHAT MORE?

By Thomas Curtis Clark.

A little house, a bush, a tree;
A little child to play with me.

A task that fills the fragrant days,
But leaving time for prayer and praise.

A garden bright with pink and gold,
Full harvest as the year grows old.

For every day some bookly gain;
For twilight, music's sweet refrain.

A dozen friends with gifts of cheer,
And love, more tender year by year.

With these, and springtime at the door—
What mortal man could ask for more!

—Exchange.

WEARY NERVES bring Wrinkles!

Why allow mental or physical fatigue to age you—to rob you of your charm, by causing premature wrinkles? For that tired, weary feeling of exhaustion, there is nothing better than a teaspoonful of Horsford's Acid Phosphate in a glass of cold water. Makes a delicious drink that invigorates the nerves and banishes fatigue. Supplies nourishing phosphates to the body. Keeps you looking young.

At all Druggists

P 50 26

HORSFORD'S ACID PHOSPHATE

Put the Guaranteed

LITTLE GIANT

Electric Eraser Cleaner

to Work in Your School

Price $32.50

The Little Giant is a modern hygienic device that should be in every school. Put this accepted aristocrat of blackboard eraser cleaners to work in your school under our guarantee of satisfaction.

THE Little Giant has been tested by continuous use in thousands of schools throughout the country. It has proved to be efficient in all respects, noiseless, dustless, simple, and swift in its operation. It is guaranteed to clean blackboard erasers to your entire satisfaction — or your money will be refunded.

The Little Giant is operated by a Universal motor, adapted to all electric currents; it is provided with nine feet of Underwriters' lamp cord with Universal plug ready to attach to any convenient lamp socket. Strongly made of malleable iron and aluminum, its weight is but eight pounds and can be shipped by parcel post.

JAMES LYNN CO.

Address Dept. B. E., 14 E. Jackson Blvd., Chicago

The Little Giant Electric Eraser Cleaner

Silent Swift Dustless Simple Inexpensive

TREND OF THE TIMES

Nickel Plate Merger Plan is Rejected

Fundamentally on the ground that the financial plan for the proposed merger of five great railroads into a new Nickel Plate system was defective and objectionable in structure, not allowing full recognition to the equities of certain minority stockholders, the Interstate Commerce Commission has denied the application of the Van Sweringen interests for authority to undertake the consolidation. The unification proposed would have embraced the present Nickel Plate, the Chesapeake and Ohio, the Hocking Valley, the Erie and the Pere Marquette railroads. It would have taken in more than 9,000 miles of roadway, embraced in lines declared by the commission to be worth more than $1,250,000,000, stretching from the Atlantic Coast to the Mississippi Valley and from Virginia to the Lakes. The proponents of the consolidation are entirely free to renew their petition after such revision as they may think meets the objections on which the denial is based.

Stock Market Slump Makes Trading Record

The recent break in the New York Stock market involving 649 issues which dropped anywhere from 3½ to 50 points established new records for volume of trading. Former records which have stood for years were eclipsed when the trading totaled 3,786,111 shares. Refusal of the Interstate Commerce Commission to ratify the Nickel Plate merger is given as the most important of the causes for the sharp decline. Within three days a strong recovery took place, with the issues hardest hit in the decline the quickest to come back. The recovery was so sharp, sudden and general that it ranged further than the decline of the previous day. Secretary of Treasury Mellon declared that the slump was an inevitable evening-up process that would not disturb fundamental business conditions and prosperity. Secretary Hoover asserted that the slump was only a speculative movement as a result of a speculative rise. He added that nothing had happened to change the intrinsic value of anything that he knew of in the United States.

Ask Congress Check On Crime in Chicago

Vice-President Dawes recently presented a petition in the Senate urging a congressional investigation of outlawry in Chicago. This was done at the request of the Better Government Association of Chicago and Cook County. The petition charges protection of alien law violators by the State's Attorney's office. Public officials are declared to be in secret alliance with gunmen and bootleggers. A special meeting of the Senate Immigration Committee was called to consider the problem. Mayor Dever of Chicago admitted he was considerably "moved" when he learned of the petition.

Bryan Estate Appraisal Filed

Appraisal of the estate of William Jennings Bryan has been filed in the county court at Miami, Fla. The value is placed at $688,303.74. The largest single item was that of contracts of sale held by Mr. Bryan which are valued at $358,644.76. The valuation of royalties was considerably less than friends believed. These were placed at $1,992.86. The furniture and silverware in his home were valued at $2,903.75. The appraisers name $95,000 as the value of his home, Marymont, which has been put on the market at $250,000. The appraisal is generally believed to be very conservative.

French Cabinet Again Founders

After a defeat on a tax issue in the Chamber of Deputies, Aristide Briand turned in his resignation as Premier of France to President Doumergue. All other members of the cabinet resigned simultaneously. Like five other ministries in less than two years, Briand's cabinet was wrecked on the shoals of the government's plan to bring about financial rehabilitation of France. Briand had been in office since November 27. He has held the premiership of France eight times.

Reserve Bank Well Guarded

Colonel Hiram Bearss, a retired member of the Marine Corps and known as "Hiking Hiram," has been placed in charge of the protective force of the Federal Reserve Bank of New York city. He has created a military system to guard the greatest bulk of treasure under a single roof in New York city. The 200 men who are in the protective service are garbed in the military blue of the marines, and pistols are now being worn outside on belts instead of in pockets or holsters under the coat. The Federal Reserve Bank in New York city is probably the safest financial building in the country today. The easterly wall is ten feet thick and the other three walls eight feet thick. The entire great vault is below tidewater, far below the street level. It contains three levels, but the entire steel structure is elevated on tiers and a complicated series of mirrors brings every part of its exterior under the view of guards every hour of the day and night. A sounding system records every move in the earth for blocks around and eliminates the possibility of tunneling.

Donates Men for Jury Service

The Cambridge (Mass.) printing plant of Ginn and Company recently donated thirty-two men employes for jury service in the East Cambridge court. The trial for which the jury was being selected was that of three youths charged with armed robbery. The defence had challenged fifty jurors and the government twenty-one, exhausting the list available for civil or criminal sessions. Only five had been accepted. Judge Flynn then sent the court officers into the streets to summon passersby for jury duty. When this method failed to complete the required dozen, the successful appeal was made to the manager of Ginn and Company's plant.

Record Gains in Life Insurance

According to a report by the Association of Life Insurance Presidents, 1925 saw record gains in business by life insurance companies, every month showing increases over the same month of the previous year, and the total for the year exceeding that of any other year. The association estimates that the total of new business for all life insurance companies in 1925 was $15,600,000,000, an increase of $2,400,000,000 or twenty per cent. over 1924. After deductions for deaths and other terminations this makes the total value of life policies in force $72,000,000,000.

Massachusetts has a population 4,144,205 according to the official state census of 1925. This is an increase of 290,000 in five years.

Over 50,000 Laws on Nation's Books

A total of 50,069 laws have been passed during the life of the American Congress, beginning in 1789 and extending to the beginning of the present session. These laws fall into four groups—public acts, public resolutions, private acts and private resolutions. Almost three-fifths of the total—29,787 out of 50,069—represent private acts. The first Congress ran 210 days and enacted 118 laws. The fifty-ninth Congress—in 1906-07—holds the record of enacting the largest number of laws. This session ran 299 days and passed 7,024 bills and resolutions. Since then the number has been decreasing. During the last session only 996 laws were enacted. About one out of ten bills and resolutions introduced is passed. Of the more than 50,000 laws passed, only forty-seven have been declared unconstitutional by the supreme court. Most of these have been in late years.

Bungalows on Modern Farms

The huge, rambling, old-style farm house is entirely out of date, according to William Draper Brinkloe, noted agricultural engineer. In an address before a better farm homes conference in Chicago he stated that farmers and their wives are beginning to fashion their homes after what they want, not what some city man thinks they ought to want. His conclusions are based on a nation-wide survey of farmers who answered a questionnaire revealing what they thought were the needs of the farmer today. "Six-room houses were the most popular," Brinkloe said, ninety-eight per cent. of the answers listing bathrooms, forty per cent. calling for hardwood floors, some for offices and sewing rooms.

Shipbuilding Hits Lowest Since War

According to figures announced by the commerce department's transportation division the world's shipbuilding has dropped to a new post-war level, 2,046,000 gross tons of steel steamers and motorships being under construction at the first of this year. This is six per cent. lower than on October 1, last, and sixteen and one-half per cent. less than at the end of 1924. That the decline will continue was indicated by suspension of work on 113,000 tons of ships in the last three months of 1925, and the fact that launchings in the same period exceeded new work by 140,000 tons.

Wallingford, Connecticut, receives $30,000 by bequest, the income to be used as scholarships for deserving needy students in the high school toward college expenses, and $10,000, the income to be used for books for the high school.

Plan for Ending Subway Jams

Dr. Louis I. Harris, health commissioner of New York City, has announced that he is studying the applicability of the "stagger" system for subway travel. This practice, which was instituted for a few weeks in 1918 to lessen crowding during the influenza epidemic, consisted of allotting to stores, theatres and schools, different times for opening and closing, thereby distributing the crowds over a number of hours. The present custom of opening business generally at 9.30 a. m. and closing at 5.30 throws a burden of from 5,000,000 to 10,000,000 persons into a transit system planned years ago when the urban and commuting populations were considerably less. The millions of persons who are jammed into subway trains at morning and night rush hours to the last degree of human compression, see relief in this proposal.

France's Heavy Loss of Man Power

Official records reveal that France lost 1,363,000 men in the World War. Gaston Cadoux, former president of the Paris Statistical Society, has drawn up tables disclosing how these men were employed before the war with a view to showing how that loss has affected the economic life of the country. The biggest loss was to the land, 669,000 of the war dead having been farmers and land workers out of a total agricultural male population of 5,500,000. Industry gave the next largest figure with 235,000 out of 2,000,000. One man in every 28 in France was killed, one in 35 in Germany, and one in 66 in England. The population of France is still less than it was in 1914, even with the return of Alsace and Lorraine.

Annual Income of Californians

The total annual income of Californians, considering them both as corporations and individuals and including their earnings from investments of every type as well as their salaries, is $1,200,000,000, it was estimated by State Controller Ray L. Riley. The Controller's estimate, based on federal income figures and state reports, placed the average income of persons gainfully employed in California as $3,000. Reports indicate about one out of every three persons in the total population has an actual income.

Gold production in Canada reached the highest level in history in 1924, amounting to 1,516,360 ounces, valued at $31,345,941.

Coal Cars Moving as Miners Resume Work

On February 18 miners resumed work in the anthracite coal mines after a suspension of nearly six months. At about noon the first car of prepared coal was ready for the market. From then on trains rumbled over the countryside with each day's diggings. Men and boys showed eagerness and joy to start work again, for it meant the end of want and suffering that had stalked through the anthracite regions. Business took on new life as the people began to spend the money which they were hoarding for thrifty expenditures.

World Census of Motor Cars

Figures compiled by the Department of Commerce as a result of a world-wide census disclosed that the world had 25,973,928 automotive vehicles in operation January 1, 1926. This total is 3,273,000 in excess of that for the year before. While the United States predominated overwhelmingly in automotive vehicles in operation, with 19,999,436, other countries were becoming more important factors. Great Britain had 1,474,573 machines running; France 855,000; Canada, 727,594; Germany 539,830; Italy 184,700; Argentine 181,250; Brazil 64,950, and Russia 18,500. Apparently the country where the automobile is least in fashion is Tibet, for the search disclosed only one machine there, a motorcycle. The January 1 world total for passenger cars was 20,799,151, against 18,578,750 the previous year.

A prize of an especially made pair of shoes for the biggest feet in East St. Louis was awarded to William Haley, a negro, who is six feet, two inches tall, weights 257 pounds, and has feet eighteen inches long and five inches wide. It is said that Haley's mammoth feet stamped out all competition.

Could You Use a Few More Dollars?

If so, the Journal of Education has a proposition for YOU.

Address: Dept.C

JOURNAL OF EDUCATION

6 Beacon Street

BOSTON

EDUCATION IN ACTION

School Children Cross Desert Daily

Every morning at sunrise the Ragsdale children, Stanley 10, Herbert 14, Thelma 16, and Thurman 18, of Desert Centre, Calif., are up and cranking their "flivver" for their daily ride over the hot sands of the Imperial desert to school in Thormal, fifty-four miles away. At one time a teacher came out to give the children instruction, but his visits became less frequent and finally he didn't come at all. Now the children have to go to Thormal, traveling 108 miles each day over heat-tortured ground. The only time they were ever late for school was when Stanley took sick and the other boys had to take turns driving.

High School Councils of State Organize

Organization of the associated body of high school student councils of Massachusetts was perfected at a convention in Holyoke, Mass. The student councils of thirty-four high schools of the state were represented. More than 150 students with some faculty members attended the session. Leland Gibbs of English High, Boston, was elected president; Byron Noyes of Everett, vice-president, and Lawrence Grady of Beverly, secretary. The next meeting will be in Worcester on April 19.

Houlton Wins at Three R's

A silver cup, emblematic of championship in the three R's, was won by the five students representing Houlton (Me.) Junior High School. Houlton defeated teams from neighboring Bridgewater, Monticello and Island Falls schools in a contest that created almost as much excitement as a championship football match. The twenty-six boys and girls, the average age being between thirteen and fourteen years, competed in reading, writing, arithmetic and spelling. The spelling bee held in the evening in the high school auditorium brought out rooters from the four towns and other places.

Boost Price to See Big Three Football

Five dollars a seat is the new price for tickets to the alumni of Harvard, Yale and Princeton who wish to see the football games of these three universities. The former price was $3. Students at the universities, and members of the faculties or administrative boards will be allowed to purchase one ticket for personal use for $2, one dollar less than the usual charge made in the past few years. Additional tickets will cost $5. This change was announced simultaneously at the three institutions after a recent conference of the chairmen of the Harvard, Yale and Princeton Athletic Committees in Cambridge, Mass. The increase in price was necessary because "adequate maintenance and development of proper facilities for general student participation in athletic sports require substantially increased annual revenue."

Universities Need to be Humanized

An immediate change toward humanizing the educational system of the American universities must be made if these institutions of higher learning are to achieve their full usefulness. This was the theme of six university presidents at a recent meeting in Chicago. It was the consensus that the universities must inspire youth, develop their characters and substitute friendship for fear. President Max Mason of the University of Chicago did not offer any panacea for the educational ills, but intimated that concentration instead of generalization was needed. Dr. Josiah H. Penniman of the University of Pennsylvania stressed the lack of humanness in universities. Dr. Glenn Frank, president of the University of Wisconsin, predicted radical changes in the universities. President David Kinley of the University of Illinois outlined the aims and duties of the institutions of higher learning. President Scott of Northwestern University spoke of the contribution of the universities of past ages and discussed conditions of modern life. The necessity of more intimate and human relations between the professor and student was emphasized by President Little of Michigan.

New Latin Quarter for Paris Students

Paris is to have a new Latin Quarter. A "University City" is being established through the generosity of the late M. Deutsch de la Meurthe, a philanthropist who was deeply interested in education and the welfare of the young. When this student quarter eventually reaches completion it will provide homes, meals at low prices, clubs and libraries for those attending the Paris universities who wish to avail themselves of its advantages. It is hoped that other countries will erect buildings for their own students in the French capital around this nucleus. Canadian and Belgian buildings are already under construction and options on sites have been obtained by England, Mexico and China.

Woman Scores Highest in Accountancy Test

Miss Gladys Elizabeth Dodsworth, twenty-six, of London, Eng., enjoys the unique distinction of beating 228 men and finishing at the top of the final examination of the Society of Incorporated Accountants. First prize and highest possible certificate came to her, while 103 out of the 228 male candidates failed. Miss Dodsworth is the first woman to take first prize in these contests. Since the Society of Incorporated Accountants first admitted women to membership, in 1918, only four women have been able to set up in practice. At present Miss Dodsworth is an articled clerk to a London chartered accountant, although she is now entitled to go into business on her own account if she wishes.

Yale Seeks $20,000,000 Added Endowment

In order to maintain the educational standards of Yale, President James Rowland Angell has asked the alumni for twenty million dollars more in endowment.. This fund, to be raised in five years, will be for three purposes: More compensation for the faculty, an increase in its number, and an adequate permanent endowment for the great university library which is in sight. President Angell said that the attendance at Yale had increased more than 100 per cent. and annual expenditures had more than doubled since the war. The university endowment had increased only seventy-four per cent. Harvard's endowment in 1925 was over $69,000,000; Columbia's was over $57,000,000. Yale's productive endowment in 1924-25 was $41,646,000.

Exports of grain and grain products from the United States have multiplied two and one-fourth times since prewar days.

BARBER'S EVERYDAY ALGEBRA

FOR THE NINTH SCHOOL YEAR

Solves the Problem of Teaching Algebra

This book:

Gets pupils to think.

Connects algebra with everyday tasks.

Makes an unusually difficult subject easy.

Considers the needs and the ability of the pupil.

Contains a wealth of problem material.

"Any teacher who believes that the purpose of algebra teaching is to get pupils to think, will be delighted with 'Everyday Algebra.' The pupil is made to see a real need for each new process. Thus, from the outset, **algebra becomes useful and interesting** to him."—MARY J. QUIGLEY, *Instructor of Mathematics, Teachers College of the City of Boston.*

"I believe Mr. Barber has succeeded admirably in putting the emphasis where it should be, namely the 'understanding.' I can say 'amen' to his preface. All the features mentioned there are carried out in the book. . . . It is the most common sense method that has come to my attention, and **it gets results.**"—A. J. GERBER, *Head of Mathematics Department, West High School, Akron, Ohio.*

"An excellent example of the **best modern methods** of teaching algebra."—WILLIAM R. RANSOM, *Professor of Mathematics, Tufts College.*

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

Why Business Educators Prefer the Model 12

THE triumph of the New Model 12 Remington in the business schools of America furnishes the most decisive evidence of its outstanding superiority among standard writing machines.

School service is the most exacting test that is ever imposed on a typewriter. Machines used in commercial classrooms must be strong, sturdy, and reliable. They must be built to stand up under the test of use, not by one, but by several operators every day — many of them mere beginners. They must be proof against every form of use and abuse. They must be light and swift of action and so simple and easy to operate that they inspire the pupil to achieve proficiency.

Every one of these qualities the New Model 12 Remington has demonstrated to a superlative degree. No wonder business educators indorse the Remington 12 as an incomparable teaching machine. And these same qualities explain its broader triumph throughout the entire commercial world.

REMINGTON TYPEWRITER COMPANY

374 Broadway *Branches Everywhere* New York

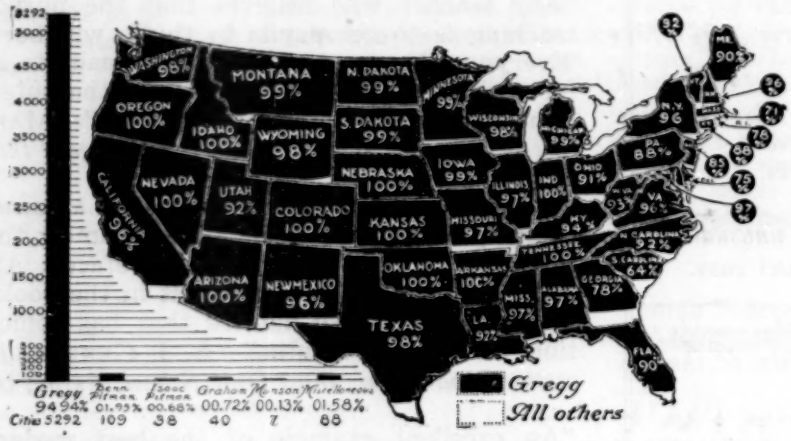
REMINGTON *Standard Since the Invention of the Writing Machine*

The Recognition of Merit

The recognition of Gregg Shorthand by the public schools of the country is striking evidence of the merits of the system.

On January 1, 1926, Gregg Shorthand had been adopted for exclusive use in the High Schools of 94.94% of the cities and towns whose high schools teach shorthand.

The status of the different shorthand systems in the public schools of the United States is indicated by the accompanying map and graph.



Gregg Shorthand has been adopted by the overwhelming majority of the high schools of the country, because it has been found, after investigation and experiment, to be the system of

"greatest good to the greatest number."

A trial in your school will convince you.

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO BOSTON SAN FRANCISCO LONDON

It has never seemed possible that there could be brought into 250 pages so much of Burbank and Pasteur and other famous men of achievement as is in "The Book of Plants."—*Journal of Education.*

THE BOOK OF PLANTS

By BERTHA MORRIS PARKER, S. M., School of Education, University of Chicago, *and* HENRY CHANDLER COWLES, Ph.D., Professor of Plant Ecology, University of Chicago.

TO meet the need for silent-reading material which presents detailed, well-organized information concerning scientific phenomena, a series of Science Readers for elementary schools has been planned. This first book in the series gives children, in a vocabulary well within their range and in a style in which accuracy is never sacrificed to gain vividness, those fundamental ideas about plant life which are interesting to and easily comprehended by children of the upper elementary grades.

Grades VI-VII. Fully illustrated. 252 pages. 88 cents.

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

ESTABLISHED 1869

Millions of School Books

DEPEND ON HOLDEN BOOK COVERS

BECAUSE

The Famous Holden Unfinished Leatherette Material is made to Withstand Wear, Friction and Weather, and is Sanitary, Waterproof and Weatherproof.

(SAMPLES FREE)

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

That's What We've Heard

Teacher—"When was Rome built?"

Boy—"At night."

Teacher—"Who told you that?"

Boy—"You did. You said Rome wasn't built in a day."

Real Boss

"Who's the Speaker of the House?" roared the history professor during an oral examination.

"Mother," came from a meek looking Frosh in the corner.—College Humor.

None for Him

One mother who still considers Marcel waves as the most fashionable way of dressing the hair was at work on the job.

Her little eight-year-old girl was crouched on her father's lap, watching her mother. Every once in a while the baby fingers would slide over the smooth and glassy pate which is father's.

"No waves for you, father," remarked the little one. "You're all beach."

The Two Essentials

"Tommy," said the Sunday School teacher, who had been giving a lesson on the Baptismal Covenant, "can you tell me the two things necessary to baptism?"

"Yes'm," said Tommy, "water and a baby."—Western Mail.

The Truth

"This fellow Skinner tried to tell that he had the same automobile for five years, and has never paid a cent for repairs on it," said the fat man. "Do you believe that?" "Yes," said the thin man sadly. "I am the man who did his repair work for him."

That No School Feeling

Admirer—"Where did you get that heartrending description of a sick child?"

Great Author—"It's the way my boy says he feels when he wants to get out of going to school."—Life.

Playing Safe

"Willie, you are a very naughty boy! Go out into the garden and get a switch."

Willie (returning ten minutes later): "Mother, I couldn't find a switch! But here's a stone you can throw at me."

A Good Income?

Teacher—"William, use the word income in a sentence."

William—"Income the cat."—Block and Type.

The Need of the Needle

Teacher—"Johnny, spell needle."

Johnny—"N-e-i-d-l-e."

Teacher—"No, Johnny, there's no i in needle."

Johnny—"If there's no eye in needle, it ain't no good."

HANDWRITING EFFICIENCY

Study closely, digest mentally and follow exactly in practice and teaching the easily comprehended instructions in the

PALMER METHOD RED MANUAL

THE PALMER METHOD OF BUSINESS WRITING

and you and your pupils will soon learn and find joy in

RHYTHMIC MUSCULAR MOVEMENT HANDWRITING

If thoroly mastered **Palmer Method Penmanship** is as plain-as-print when written hour after hour at commercial speed without physical strain.

We continue to offer FREE NORMAL COURSES BY CORRESPONDENCE to all teachers whose pupils have been supplied with our manuals. One copy of the SELF-TEACHING PALMER METHOD (red covered) MANUAL sent postpaid for twenty-five cents. Address our nearest office.

THE A. N. PALMER COMPANY

55 Fifth Avenue, New York City **Pittock Building, Portland, Oregon**
2128 Calumet Avenue, Chicago **Palmer Building, Cedar Rapids, Iowa**

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. | Birmingham, Ala., 210 Title Bldg.
New York, N. Y., 225 Fifth Ave. | Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. | Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. | Berkeley, Cal., 2161 Shattuck Ave.
Pittsburgh, Pa., 549 Union Trust Bldg. | Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

The Corlew Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

H. S. BALDWIN T. M. HASTINGS
THE EASTERN TEACHERS' AGENCY
Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885.

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK
Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country.
Advise parents about schools.

"The Frosh"

It comes as something of a shock to hear that the freshman is disappearing at the University of Pennsylvania. That is to say, the "frosh." The greenhorn of the old days, the awkward newcomer, fresh from country lanes and haystacks and plowed fields, the dazed small-town chap with his thin carpetbag and few belongings—the freshman type—has departed along with the hick and the straw-chewing clodhopper with the thin wisp of whisker hanging from his chin.

The college freshman of the day, say the campus observers, is already a man of the world when matriculation day arrives. He has had ample schooling in the affairs of the world and knows what's what. No fears and diffidences and timidities fret and abash him. He has been in the city before. He has knocked about a good deal. The big world doesn't scare him. In short, there is nothing of the freshie about him, nothing of the bucolic simplicity amazed and terrified in the face of a world he has never seen before.

An important item in this preparatory course of wise-up to the world is often overlooked, viz., the public school of the city, not to mention the city itself as the home and playground of a large percentage of the young men and women who later knock at the doors of the colleges and universities. The big public school is a pretty effectual preliminary course in the elimination of freshman traits. But the whole layout of modern urban life and experience is against the old countrified freshman type, while the growing acquaintance between city and country is having the same effect on the young people of the village and countryside. The freshman and hick and yokel and all the other types of awkward inexperience are going out together.

[The Philadelphia Inquirer.]

What Is the Highbrow?

If, as some like to think, the language of England and America is destined eventually to be the language of the white world, it appears to be necessary that a joint commission should be appointed to consider the standardizing of certain expressions common to England and America, but bearing different meanings in the two countries. We need for our language something analogous to the French Academy. Take the word "highbrow." Over here we know pretty well what we mean by that word; it is an expression signifying the illuminati, the cultured few, and, as we naturally dislike people who affect a higher culture than our own, it is often used with unfriendly intention. But it appears that in America,

Wm. B. Ittner, Inc.
Board of Education Building, St. Louis, Mo.
Twenty-five years in School-house Planning and Construction
Nineteen years, Architect Board of Education, St. Louis

ADDEN & PARKER
177 State St., Boston
ARCHITECTS ENGINEERS
SCHOOL BUILDINGS

The NORTHFIELD
OPEN ALL THE YEAR
TEACHERS NEED A CHANGE
from the monotony of confining indoor work. Particularly in early spring, when a few vacation days make short trips possible, should they plan to gain renewed vigor at THE NORTHFIELD.
It's not a health resort, just a quiet country hotel in beautiful surroundings. First-class food and service, cosy accommodations, up-to-date appointments — yet rates are notably economical for long stays or short.
Write for Illustrated Booklet.
AMBERT G. MOODY, Mgr.
F. W. KELLOGG, Asst. Mgr.
East Northfield, Mass.

or some parts of America, the word has quite another significance. Governor "Ma" Ferguson of Texas, who seems to be finding "this king business" rather difficult, is starting a campaign against rich bootleggers, pointing out that the rich do with impunity what the poor cannot do without finding themselves in jail. She is urging her critics to "help her to detect a few of the big highbrows" who are most blameworthy. But these highbrows are not at all what we should call highbrows. Apparently they are wealthy business men, a millionaire oil magnate, a district judge, and a newspaper proprietor whose pleasure it seems to be to exhibit himself drunk (with impunity) in public places. It is all very perplexing.

[From the Manchester Guardian.]

Meetings to Be Held

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Julé B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

28-July 4: National Education Association, Philadelphia, Pa.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

STAMMERERS

I can teach you to speak normally. Send for free booklet telling how. No charge for consultation.

SAMUEL E. ROBBINS

419 Boylston Street, Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 23 Union Square, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies